

**San José State University**  
**Department of Kinesiology/Department of Child & Adolescent Development**  
**ChAD/Kin 149: Child Health and Physical Activity**  
**Fall 2018, section 1**

**ChAD instructor:** Laura Pirazzi

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Office Hours: MW 12:00-1:00pm & by appointment

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Office Hours: MW 12:00pm-1:00pm & by appointment

Class Information: Mondays & Wednesdays 10:30-11:45am; SH 239

Course Description: An integrative approach to understanding the multiple factors that impact children's health and physical fitness and that influence the development of lifelong health- and fitness-related habits. Emphasis is on the inter-relationships between health and fitness and cognitive, social, and emotional well-being. Prerequisite: Upper division standing. Units: 3.

Course Objectives: This course is designed to provide students with the opportunity to explore a variety of topics relating to promoting or impeding children's physical development, overall fitness, health and well-being, in the context of families and schools. Upon successful completion of the course, the student will be able to demonstrate an understanding of:

- (1) basic movement skills, motor development as it applies to health and physical fitness; and movement forms and they might be taught across the content areas;
- (2) physical growth and development, and self-image;
- (3) social aspects of physical education; and cultural and historical aspects of movement forms;
- (4) developmentally, culturally and contextually appropriate teaching strategies relevant to the content standards in physical education and health.

Service Learning: This is a service learning (SL) course. Students must complete a CSU-SJSU Learning Plan & Participation Guide, participate only with an SJSU approved partner organization, and enter all required SL information in the SJS4-Spartans 4 Service database. More details are available at:

<http://sjs4.sjsu.edu/>. **Please note:** All F1 and J1 visa holders must apply for work authorization through the ISSS office prior to completing this course.

**Required and Recommended Course Readings:**

- Telljohann, S., Symons, C., & Pateman, B. (2016) *Health Education – Elementary and Middle School Application*, 8<sup>th</sup> edition. San Francisco, CA: McGraw-Hill. (REQUIRED) **(HE)**
- *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide*, 3<sup>rd</sup> Edition. National Association for Sport and Physical Education. (REQUIRED) **(PB)**
- Payne, V.G., & Isaacs, L.D. (2016). *Human motor development: A lifespan approach (9th ed.)*, Holcomb-Hathaway:AZ (RECOMMENDED) **(HMD)**

**University Policies:**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

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### *Academic integrity*

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

### *Campus Policy in Compliance with the American Disabilities Act*

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Course Requirements and Assignments:**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>. All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking the messaging system in Canvas to learn of any updates.

***Classroom Protocol:*** Students are expected to attend class unless compelling circumstances arise. Students are expected to arrive and settle by the beginning of lecture and to wait for class to be dismissed before gathering their materials in preparation for leaving. In the event that you anticipate needing to leave early, please notify the instructor by the start of class, and if possible, sit somewhere where your departure will be minimally disruptive. **Cell phones and other noise-making devices must be turned off or silenced. Texting, e-mailing, or surfing on your cell phone or laptop are not appropriate classroom activities. Students who engage in these activities will be asked to leave the classroom.**

### **Course Assignments:**

KIN assignment:	Developing Movement /Physical Activity Programs	25 points
ChAD assignment:	Service Learning	25 points
Participation:	In-class activities/assignments	50 points
Exams:	Midterm and Final Exam	100 points

### **Grading:**

All assignments (except in-class assignments) must be typed and submitted to the proper submission folder in Canvas. All assignments turned in late will result in a 10% grade reduction for each class day the assignment is late, unless a documented and compelling reason is provided.

All written work is intended to be the creation of the individual turning in the assignment; no student may use another student's work and claim it as his/her own. Correctly use referenced materials. Do not plagiarize. It is the role and obligation of each student to be aware of the University's Academic Integrity Policy (S04-12).

Final course grade will be assigned according to the following scale based on the total accumulated percentage of available points during the semester.

A+	99-100%	B+	88-89%	C+	78-79%	D+	68-69%	F	< 60%
A	93-98%	B	83-87%	C	73-77%	D	63-67%		
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%		

### **ChAD/Kin 149, section 1 - Tentative Course Outline**

*(Schedule is subject to change with fair notice. Changes will be announced in class and/or Canvas.)*

<b>DATE</b>	<b>TOPIC</b>
8/22	<b>Introduction to Course:</b> General overview of the course, requirements and expectations.
8/27, 8/29, 9/5 (note: no class 9/3)	<b>Introduction to National Standards/Lesson Planning for Health Education (ChAD)</b> <i>Explain the frameworks that guide health and physical education curricula; Lesson planning, instruction, and assessment for K-12 students.</i> <b>Readings:</b> Chapters 3 and 4 in HE; Chapters 9, 10, 11 & 14 in PB
9/10	<b>Introduction to Health and Health Education (KIN)</b> <i>Define each of the domains of personal health; Identify behavioral risk factors that influence illness and death; Describe the link between student health and academic achievement; Discuss the influence of school health programs on improving school success.</i> <b>Reading:</b> Chapter 1 in HE
9/12, 9/17	<b>Introduction to Physical Education (KIN)</b> <i>Define physical education, learning domains, and physical activity; Describe a quality physical education program and the benefits of physical activity; Identify the five National Standards for K-12 physical education; Understand contents in physical education.</i> <b>Readings:</b> in Canvas Modules Section; Chapter 1 in PB
9/19, 9/24	<b>Health and Wellness (ChAD)</b> <i>Explore the factors that influence personal health and wellness, as well as the impact on academics and the role of schools/teachers. Analyze influences on health/wellness and the role of social development in relation to the health standards.</i> <b>Reading:</b> Chapter 9 in HE
9/26	<b>Environmental Education (ChAD)</b> <i>Teaching environmental education based on the health standards; Explore benefits of environmental education on overall health.</i> <b>Reading:</b> in Canvas Modules Section
10/1, 10/3, 10/8	<b>Physical Activity &amp; Physical Fitness (KIN)</b> <i>Explore the internal and external factors that influence physical activity behavior and motivational factors influencing physical activity behavior; Understand the basic training principles and components of a physical activity session; Explain components of health and skill related physical fitness; State examples of how each can be measured and evaluate</i>

**Readings:** Chapter 7 in HE; Chapter 2,3,5,6,7 and 8 in PB

10/10	Midterm study day
10/15	Midterm
10/17	<b>Sexual Health (ChAD)</b> <i>Examine the role of schools and teachers in promoting healthy attitudes surrounding sexuality, the benefits of effective sexual education programs, and developmentally appropriate curriculum based on the health education standards.</i> <b>Reading:</b> Chapter 13 in HE
10/22, 10/24	<b>Child Maltreatment (ChAD)</b> <i>Identify sources and signs of possible abuse/neglect and describe their impact on development; Discuss prevention and intervention strategies.</i> <b>Reading:</b> Chapter 10 in HE <b>DUE 10/24: Service Learning paper (ChAD)</b>
10/29, 10/31	<b>Assessment of Physical Activity and Physical Fitness (KIN)</b> <i>Different types of assessment for physical activity and physical fitness will be conducted and the lab session will be provided</i> <b>Readings:</b> in Canvas Modules Section; Chapters 12 & 13 in PB
11/5, 11/7	<b>Understanding Human Movement (KIN)</b> <i>Explore human movement (involuntary and voluntary movements; Identify movement concepts including body awareness, space awareness, and movement exploration.</i> <b>Readings:</b> in Canvas Modules Section; Chapters 1 & 10 in HMD
11/12	No class - Veterans Day
11/14, 11/19, 11/26 ( <b>note:</b> no class 11/21)	<b>Mental and Emotional Health (ChAD)</b> <i>Explain the factors that can influence mental and emotional health; How to promote positive emotional development and the impact of relaxation/stress on general well-being; Explore the development of self-esteem and self-image in relation to physical activity.</i> <b>Reading:</b> Chapter 5 in HE
11/28, 12/3, 12/5	<b>Fundamental Motor Skills (FMS) for Children (KIN)</b> <i>Understand the concept of fundamental motor skills (locomotor &amp; object control skills) and the types and importance of FMS for children; Identify the sequential development of fine and gross motor skills in children and young adolescents.</i> <b>Lab Sessions (KIN)</b> - <i>Students will develop actual activities related to locomotor and object controls skill as well as demonstrate their activities.</i> <b>Readings:</b> in Canvas Modules Section; Chapters 12 & 13 in HMD <b>DUE 12/5: KIN paper</b>
12/10	Final exam study day
Tuesday, Dec. 18	Final exam- 9:45am
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